

PLANNING QUESTIONS ~ A SUGGESTED FRAMEWORK

RECALL *recalling, revising material that has already been covered - facts, terms, basic concepts. Question cues: who, what, why, when, where, find, spell, match, name, tell, show.*

COMPREHENSION *understanding the main points of the story by giving descriptions, stating major ideas. Question cues: describe, explain, predict, interpret, outline, summarize.*

APPLICATION *transferring knowledge learned in one context to another. Question cues: complete, illustrate, plan, make use of, choose, experiment with, change.*

ANALYSIS *analysing mood, setting, characters, expressing opinions and preferences, make inference & deduction. Question cues: compare, connect, arrange, select, discover, simplify.*

SYNTHESIS *developing a critical stance based on information from a range of sources. Question cues: compile, propose, imagine, improve, develop, create, generalise, rewrite, improve.*

EVALUATION *making judgements and explaining the reasons for them, developing reasoning using evidence. Question cues: conclude, prove, disprove, criticise, convince, recommend.*

Bloom's taxonomy of questioning

Handout 4.3

- **Knowledge**

Describe

Identify

Who, when, where

- **Comprehension**

Translate

Predict

Why?

- **Application**

Demonstrate how

Solve

Try it in a new context

- **Analysis**

Explain

Infer

Analyse

- **Synthesis**

Design

Create

Compose

- **Evaluation**

Assess

Compare/contrast

Judge

Analysing questions using Bloom's taxonomy

Handout 4.4

- 1 Which of these three tools would do that most effectively and why?
- 2 What name did we give to ...?
- 3 Why did the South American Indians have no word for 'season'?
- 4 Why do you think the South American Indians might have no word for 'season' in their language?
- 5 What does this style of painting remind you of?
- 6 What do you think is the main point the writer is making in the second paragraph?
- 7 Which of these four sources might be most reliable in helping us to ...?
- 8 Now, the difficult bit. Given all the conflicting arguments, where would you build the new refinery?
- 9 What would happen if you mixed ...?
- 10 What choices did Harold have when faced with that situation?
- 11 Which words do you already know in this sentence?
- 12 Given all of the sources we have looked at, where would you now expect these people to have moved to?
- 13 If we are unsure, how could we set about translating ...?
- 14 Why did the Normans invade ...?
- 15 What similarities can you spot between the two ...?
- 16 If this verb looks like this when it follows 'il' what would you expect of these verbs?
- 17 What repeating pattern can you see in the events ...?
- 18 How will you set about remembering what you have learned?

Purposes of questioning

OHT 4.3

- To interest, engage and challenge pupils
- To check on prior knowledge
- To stimulate recall and use of existing knowledge and experience in order to create new understanding and meaning
- To focus thinking on key concepts and issues
- To extend pupils' thinking from the concrete and factual to the analytical and evaluative
- To lead pupils through a planned sequence which progressively establishes key understandings
- To promote reasoning, problem solving, evaluation and the formulation of hypotheses
- To promote pupils' thinking about the way they have learned

Effective questioning

OHT 4.6

Effective questioning:

- reinforces and revisits the learning objectives;
- includes 'staging' questions to draw pupils towards key understanding or to increase the level of challenge in a lesson as it proceeds;
- involves all pupils;
- engages pupils in thinking for themselves;
- promotes justification and reasoning;
- creates an atmosphere of trust where pupils' opinions and ideas are valued;
- shows connections between previous and new learning;
- encourages pupils to speculate and hypothesise;
- encourages pupils to ask as well as to 'receive' questions;
- encourages pupils to listen and respond to each other as well as to the teacher.

What makes questioning effective?

Ten top tactics

Participation, interest and effective thinking and learning are affected by the questions that both teachers and their pupils ask. The quality of classroom questioning and its effectiveness can be improved in a number of ways:

- Prepare key questions to ask;
- Ask fewer and better questions;
- Use appropriate language and content;
- Distribute questions around the class;
- Give pupils “thinking time” to respond to questions, and pause between them;
- Use questions to make progressive cognitive demands;
- Prompt pupils, give cues;
- Use pupils’ responses ~ even incorrect ones;
- Encourage pupils to ask questions;
- Listen, and acknowledge pupils’ responses positively.

The Dos and Don'ts of questioning

<i>Dos ~ Effective questions are those that:</i>	<i>Don'ts ~ common errors that everyone makes at times:</i>
extend and raise the discussion to a higher level of thinking	using questions that pupils cannot understand and respond to
start with a narrow focus and broaden out ~ recall first, then encourage fresh thinking	asking a question and answering it yourself before the pupil has a chance to think
start with a broad focus and narrow down to detail	asking too many questions
take a circular route ~ a series of questions leading back to the original idea	asking questions of only the brightest and keenest pupils
take a straight route using questions of a similar type	continually asking the same type of question
provide a 'skeleton' on which to hang ideas	asking questions in a way that pupils find intimidating
signal that participation is valued	failing to acknowledge pupils' responses positively and putting them down
help pupils externalise their knowledge and put it into words	failing to deal with an answer sensitively
stimulate and sustain continuing interest in a topic	failing to build on and extend answers